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ABSTRACT

Faced with declining enrollments and the recommendation to combine two middle schools, the Tipp City, Ohio, school board contacted consultants to examine the school facilities, focusing on current and future use, and look closely at past and current demographic data to project school enrollments. Data from the United States Census and from organizations that rely on census information to make their analyses are utilized. Seven tables and four figures accompany the text. Enrollment in the school district will continue to decline for the next several years unless some unforeseen change takes place in the community. Conferences and phone calls with city personnel disclosed that residential development is considerably restricted for a variety of reasons. The five school facilities are in excellent condition, with adequate space to house the current and predicted enrollment. Recommendations include maintaining the two middle schools; retaining the current grade organization; improving the interior of one school; and expanding instruction in art, music, foreign languages, and computer education. The appendix contains four tables showing birth and death rates in Miami County 1955-1984. (MLF)

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TIPP CITY EXEMPTED VILLAGE

SCHOOL STUDY

presented to the
TIPP CITY EXEMPTED VILLAGE SCHOOLS
BOARD OF EDUCATION

by

Consultants, University of Dayton
School of Education

March, 1986

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CHAPTER I

INTRODUCTION

Approximately one year ago the Tipp City Board of Education received a recommendation to close the Tippecanoe Central Middle School and operate only one middle school for the district. In making the recommendation the superintendent cited declining enrollment as the major reason.

At the time, the Board elected not to act upon the superintendent's recommendation for several reasons. 1. The Board indicated it had not been adequately prepared to consider such a recommendation. 2. The school district was, at the time, in a period of transition. The superintendent had already notified the Board of his intent to retire and the Board was actively seeking a replacement. 3. The Board believed the new superintendent should be involved in any such decision. 4. The Board was of the opinion that the proposed closing of a school building should involve members of the school community, which had not been done. 5. In later discussions it became apparent that the Board also wanted to review its own philosophy, goals, and objectives in order to bring them in line with what it expected of the schools.

Thus, the Board took two actions. 1. It contacted consultants from the University of Dayton School of Education to conduct a study which would examine the school facilities focusing on current and future use, look closely at past and current demographic data for the purpose of projecting school

enrollments, and finally make recommendations to the Board for its consideration. 2. The Board embarked on an examination of the current school philosophy by involving representatives of various segments of the community population. This new philosophy or mission of the system was to be used by the consultants in making the recommendations.

This report is the result of the consultant's work and is presented to the Board for its consideration.

CHAPTER II

POPULATION ANALYSIS

The data in this chapter are taken from two primary sources, the United States Census for some of the general characteristics of the population and the Ohio Department of Health for information on births. The census data are used to review growth during the period 1970 to 1980 and to provide a basis for projections. Vital statistics are used to review the trend in births and their impact on future school enrollments.

Census Data

The Tipp City School District is fortunate in that the school district boundary and the boundaries of Monroe Township and Tipp City are very nearly the same. This makes it possible to use the data from the U. S. Census, and from organizations that rely on census data information to make their analyses.

Some moderate growth is projected for Miami County and for the Monroe Township/Tipp City area. Table 2.1 shows that for Miami County the population increased from 84,342 in the year 1970 to 90,381 in 1980, an increase of 7.16 percent. Continuing in Table 2.1 the most recent estimates from the Census Bureau actually predict a slight decline for 1984 to a county total of 89,300.

The Miami Valley Regional Planning Commission (MVRPC) looks

TABLE 2.1
 MIAMI COUNTY CENSUS REPORTS
 Actual and Estimated
 1970 - 1984

Year	Population	Date Source
1970 (actual)	84,342	1970 Census
1977 (estimated)	87,600	Oct. 1979 Report ^{1.}
1978 (estimated)	88,100	Oct. 1979 Report ^{1.}
1980 (actual)	90,381	1980 Census
1981 (estimated)	90,400	July 1984 Report
1982 (estimated)	90,200	July 1984 Report ^{2.}
1984 (estimated)	89,300	March 1985 Report ^{3.}

Source: U. S. Census 1970, 1980

1. U.S. Census Report P.26 Number 78-35 (1979)
2. U.S. Census Report P.26 Number 82-35C (1984)
3. U.S. Census Report P.26 Number 84-52C (1985)

very closely at the population for its jurisdiction as a part of the planning process. It regularly makes population projections based on previous census data and what it sees as growth factors in the various counties and the governmental subdivisions it serves. Table 2.2 shows the most recent MVRPC projections. In this table the data for Monroe Township include Tipp City.

These data indicate that from 1970 to 1980 the county as a whole experienced a growth of 7.16 percent. Monroe Township during the same period had a growth of 25.07 percent. In the period that lies ahead this former rate of growth is projected to decline considerably. The projections for Miami County as compared to Monroe Township are summarized as follows:

<u>Projected Period</u>	<u>Percent Growth</u> Miami Co.	Monroe Twp.
1980-1990	-1.39%	+6.20%
1990-2000	+4.51%	+8.35%
2000-2010	+8.40%	+7.49%

Thus, Monroe Township is projected to experience a steady growth of between six and eight percent during the three decades from 1980 to 2010. Current estimated population is 11,665 which is projected to grow to 14,185 by the year 2010.

The data in Table 2.3 are presented to show that the MVRPC, has revised its estimate of the rate of growth for Monroe Township as well as the other political subdivisions.

TABLE 2.2
MIAMI COUNTY
POPULATION PROJECTIONS THROUGH 2010

Jurisdiction	Proj. Class	Area (sq. mi.)	1970 Census	1980 Census	1984 Est.	1985 Proj.	1990 Proj.	1995 Proj.	2000 Proj.	2005 Proj.	2010 Proj.
Bethel Twp.	1/2	35.325	4284	4709	4514	4465	4433	4400	4503	4605	4697
Brown Twp.	0	30.355	1621	1515	1529	1533	1533	1533	1533	1533	1533
Concord/Staunton Twp.	3/4	62.727	22919	25446	25383	25367	26400	27432	29559	31686	33914
Elizabeth Twp.	0/1	30.022	1456	1661	1619	1609	1609	1609	1681	1753	1822
Lost Creek Twp.	1	30.091	1409	1523	1531	1533	1607	1680	1751	1822	1889
Monroe Twp.	3	30.731	9170	11469	11626	11665	12180	12695	13197	13699	14185
Newberry Twp.	1/2	43.113	6598	6517	6448	6431	6324	6216	6296	6375	6446
Newton Twp.	1	42.309	2947	3116	3224	3251	3324	3396	3463	3529	3590
Springcreek/Washington Twp.	2/3	56.442	24525	24203	23519	23348	22022	20695	21649	22602	23534
Union Twp.	2	48.761	9413	10222	9880	9795	9695	9595	9511	9426	9355
** TOTAL **		409.876	84342	90381	89273	88997	89127	89251	93143	97030	100965

Source: Miami Valley Regional Planning Commission (10/29/85)

TABLE 2.3

MIAMI COUNTY
POPULATION PROJECTION THROUGH 2010

<u>Jurisdiction</u>	<u>Class</u>	<u>Size(80)</u>	<u>Density(80)</u>	<u>1970 Pop.</u>	<u>1980 Pop.</u>	<u>1985 Pop.</u>	<u>1990 Pop.</u>	<u>1995 Pop.</u>	<u>2000 Pop.</u>	<u>2005 Pop.</u>	<u>2010 Pop.</u>
Brown Twp.	0	30.355	49.9	1621	1515	1476	1441	1399	1358	1318	1268
Elizabeth Twp.	1	30.022	53.3	1456	1661	1659	1659	1675	1688	1694	1686
Lost Creek Twp.	1	30.091	50.6	1409	1523	1556	1588	1608	1624	1635	1630
Newton Twp.	1	42.309	73.6	2947	3116	3111	3109	3085	3059	3025	2967
Newberry Twp.	2	43.113	151.2	6598	6517	6411	6316	6183	6051	5912	5731
Bethel Twp.	2/3	35.325	133.3	4284	4709	4673	4643	4970	5273	5583	5824
Springcreek/ Washington Twp.	3	56.442	428.8	24,525	24,203	24,469	24,743	24,835	24,892	24,881	24,651
Union Twp.	3	48.761	209.6	9413	10,222	10,734	11,229	11,661	12,053	12,420	12,653
Concord/ Staunton Twp.	4	62.727	405.7	22,919	25,446	26,814	28,137	29,337	30,434	31,506	32,229
Monroe Twp.	4	30.731	373.2	9170	11,469	12,132	12,773	13,366	13,908	14,444	14,818
COUNTY TOTAL	-	409.876	220.5	84,342	90,381	93,036	95,637	98,118	100,339	102,419	103,457

Source: Miami Valley Regional Planning Commission (6/29/83)

In 1983 (Table 2.3) it was projected that Monroe Township would have 14,818 by the year 2010, a slightly higher figure than is currently being projected in Table 2.2 (14,185). During the two year period separating the two projections, the growth classification of the township was also changed. It had previously been categorized as "Class 4: Rapidly growing urban township." It is currently "Class 3: Slowly growing urban township", another indication that while growth is expected, it will be slow.

Table 2.4 shows data that to some extent are in opposition to the growth shown between 1970 and 1980 on the previous tables. When one compares the population by age group it can be seen that during that period the number of people in the school and pre-school years actually declined in the Monroe/Tipp City area. However, it should be noted that the decline actually took place in the Tipp City area, whose decline was not quite offset by growth in the Monroe Township area. Notice also that the young people population is shifting to the township.

Age	Monroe Township			Tipp City		
	1970	1980	Change	1970	1980	Change
Less than 5 yrs.	370	379	+2.43%	494	355	-28.14%
5 to 9 yrs.	496	531	+7.06%	511	462	- 9.59%
10 to 14 yrs.	490	585	+19.39%	578	474	-18.00%

TABLE 4
POPULATION CHARACTERISTICS OF
MONROE TOWNSHIP AND TIPP CITY:
1970 - 1980

Characteristic	1970			1980		
	Monroe Twp.	Tipp City	Total	Monroe Twp.	Tipp City	Total
<u>Population</u>						
Total	4,080	5,090	9,170	5,766	5,703	11,469
Under 5 years	370	424	794	379	355	734
5 to 9 years	496	511	1,007	531	462	993
10 to 14 years	490	578	1,068	585	474	1,059
15 to 19 years	317	430	747	546	544	1,090
<u>Housing</u>						
Housing Units	1,236	1,706	2,942	1,987	2,240	4,227
Median Occupancy	3.4	2.8		2.90	2.34	
<u>Fertility</u>						
Children ever born per 1000 women	2,568	3,127		2,425	2,240	

Source:
U.S. Census 1970, 1980

.6

The remainder of Table 2.4 also points to a significant number of reductions during the past decade: 1. The median (average) number of persons per household has declined; 2. While the number of housing units increased considerably, it can no longer be expected that housing starts are synonymous with a significant increase in children; and, 3. The number of children ever born per 1000 woman during child bearing years has been reduced significantly.

Vital Statistics

Unfortunately data on births are not gathered in such a way that the information is listed by school district. Data from the Ohio Department of Health are shown for the political subdivisions, i.e., for Miami County and Tipp City, Piqua and Troy Cities. Thus, one can only make a subjective interpretation of the number of births and the rates for the Tipp City School district.

The illustrations which follow (Figures 2.1, 2.2, 2.3 and 2.4) are presented to give a comparison of the births in Miami County and its political subdivisions. For the county, births peaked in 1970 with 1,645 and reached bottom in 1983 with 1,234. However the decline was not gradual rather it was erratic. Troy and Piqua likewise peaked in 1970. Both also reached a low point in 1982.

Separate data on Tipp City did not become available until 1971 since it did not become a city until 1970. Prior to then

birth data were listed with the county as a whole. In 1971 Tipp City had 123 births. After two years it was near 90 and moved up until it peaked at 127 in 1975. Thereafter it moved up and down rather erratically, each downward trend moving very slightly lower. In 1982 it went down to 82 and after moving up in 1983 to 90 it again dropped to 82. However, it should be noted that although the births in Tipp City moved higher and lower, they tend to be fairly stable at the bottom figure ranging from 82 to 91 for seven of the fourteen years where data are available. One can only speculate as to the number of births in the remainder of Monroe Township since that information is hidden in the Miami County statistics. (Year by year data on births are shown on tables in the appendix.)

Complete data on the year 1985 are not yet available, and will not be until July of 1986. Births are recorded in several different locations. The Health Department in Troy has the figures coming from Stouder and Dettmer Hospitals; Piqua Health Department has them for the City of Piqua; anyone using a hospital in Montgomery County has the birth initially recorded there. It is not until the end of the calendar year when all births are required by law to be recorded with the Ohio Department of Health that births are then sorted by place of residence. Currently for 1985 the only birth data available are:

Piqua	376
Dettmer	403

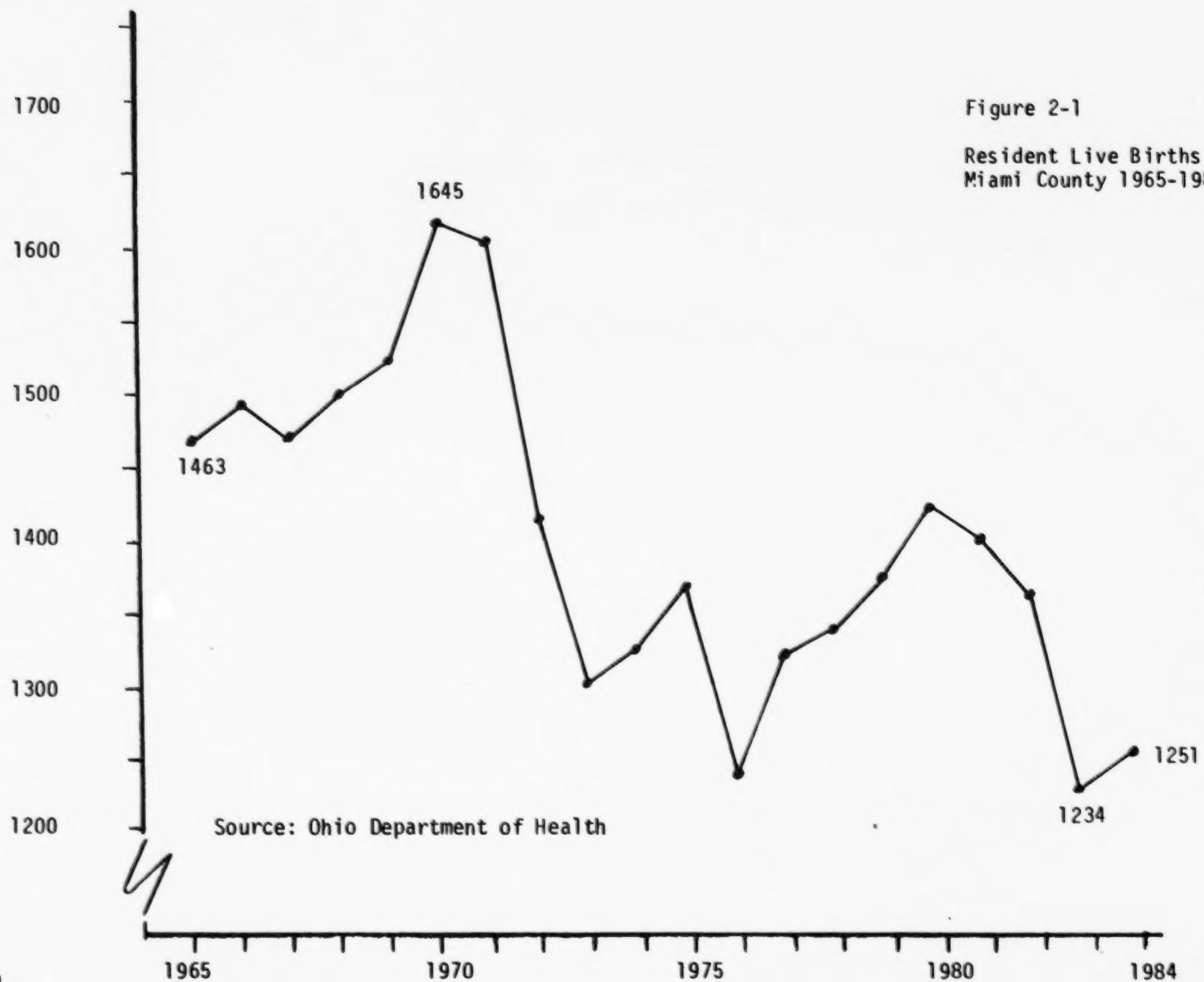
Stouder 398

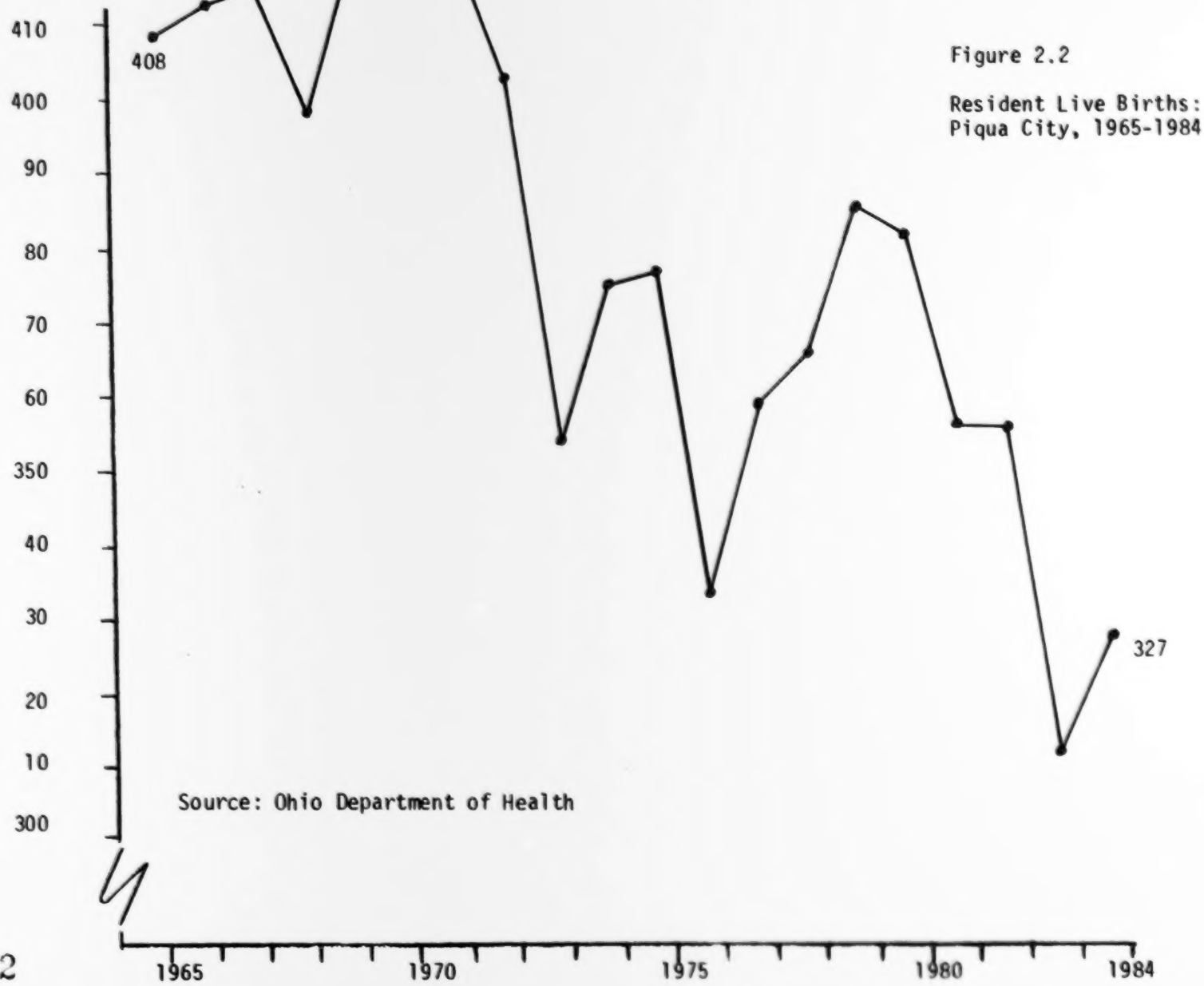
Total 1,177

This figure, it should be noted, does not include those whose children were born in Montgomery County hospitals, nor does it locate the residence of parents. Therefore, it has no meaning for the present study.

In summary this discussion of the population of the Monroe Township/Tipp City area points out that:

1. The area will experience some slow growth over the next several decades;
2. This growth is projected to take place in Monroe Township in the 1990's with some growth later in Tipp City.
3. Declining births and the rise in median age indicate that the growth in the school age population will be less than that of the general population; and,
4. Increases in the number of dwelling units in Monroe Township will not automatically herald a similar increase in the student population.





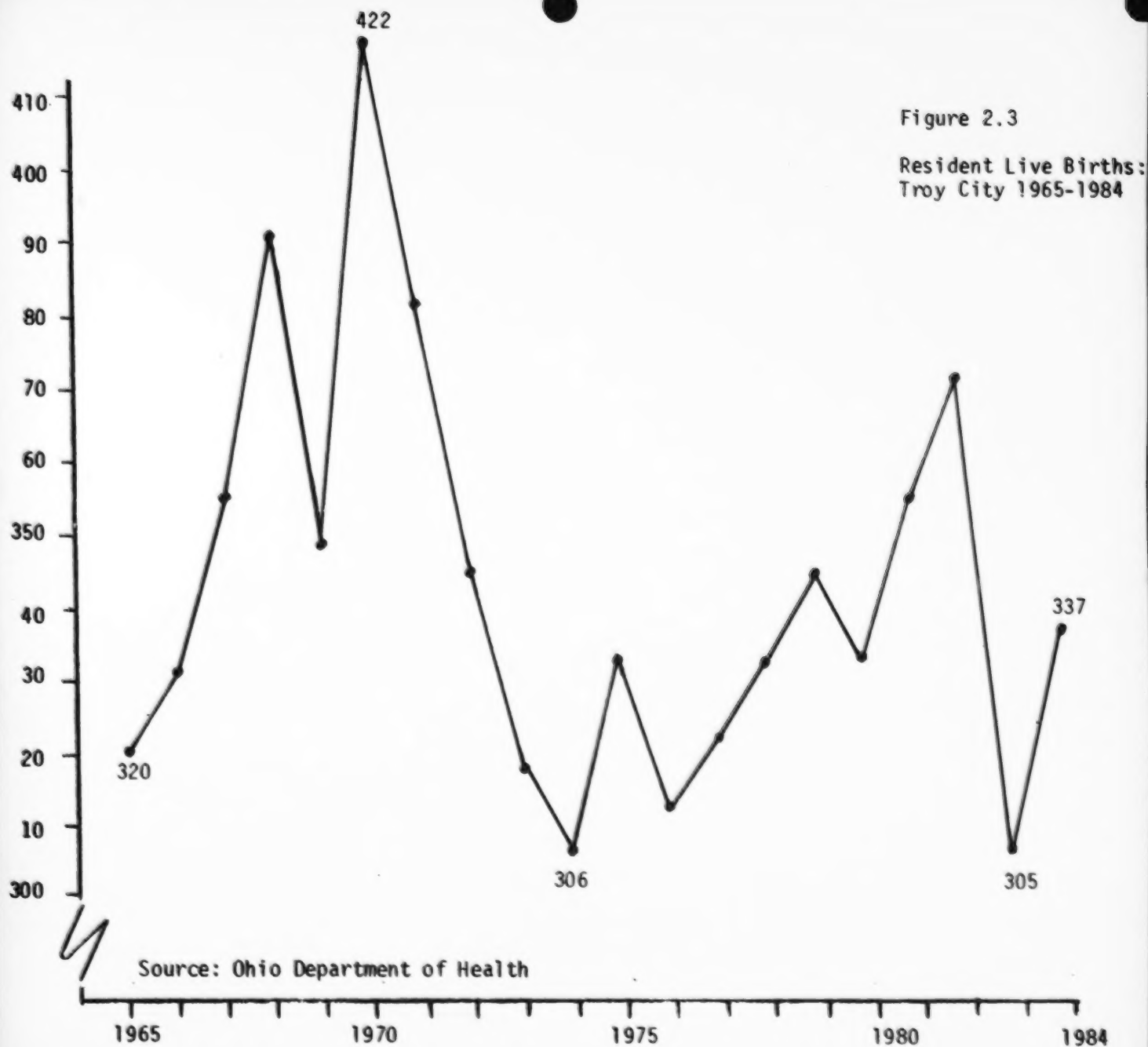
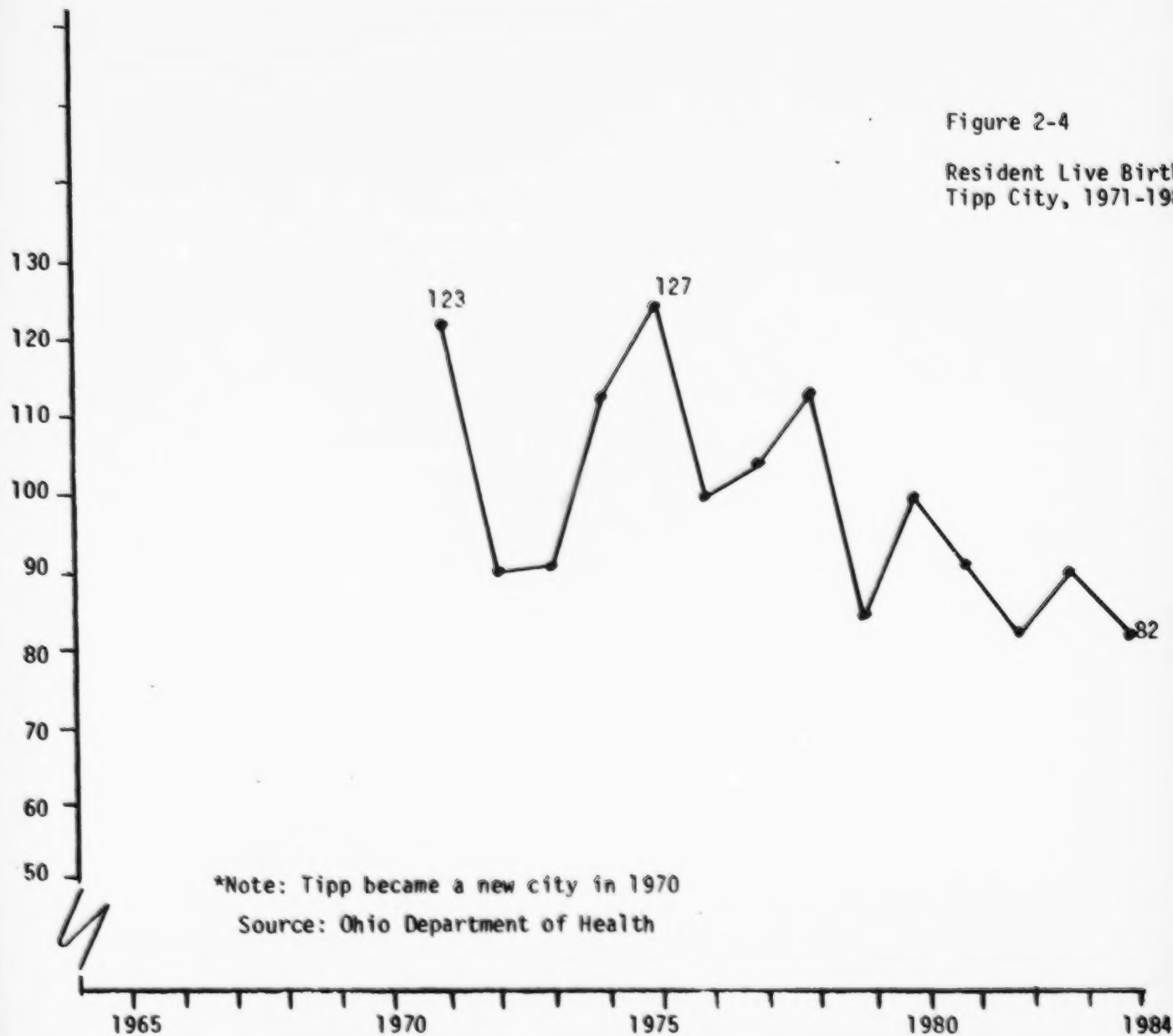


Figure 2-4

Resident Live Births:
Tipp City, 1971-1984



*Note: Tipp became a new city in 1970

Source: Ohio Department of Health

CHAPTER III

ENROLLMENT PROJECTIONS

In planning for the most effective use of school facilities it is important to project the number of pupils to be served. One of the most widely used methods is called the "cohort survival." This method generally uses the number of resident live births within the area and compares them to the number of pupils entering kindergarten five years later. From this is computed the survival ratio (the percent of pupils moving from the number of births to kindergarten five years later). Subsequently this ratio is calculated for each grade as the pupils move each year, i.e., the percent of first grade pupils that move to the second grade the following year, the percent of pupils that move from the second grade to the third grade, etc. These ratios, for the years that are to be used as the base, are added and the average calculated and used to project future enrollments for the school system.

A number of factors also affect school enrollments. These have been discussed in Chapter II of this study. Table 3.1 presents data pertaining to the enrollments in the Tipp City schools for the 1980-1981 through 1985-86 school years as well as the survival ratios used in the projections of pupil enrollments (average survival and weighted average survival).

TABLE 3.1
ENROLLMENTS, TIPP CITY E.V.S.
1981 - 1985

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	K-5	6-8	9-12
1981	156	199	179	183	203	231	234	192	209	233	209	187	213	2,628	1,151	635	842
1982	161	160	197	176	177	207	228	234	211	222	234	190	186	2,583	1,078	673	832
1983	131	174	150	188	173	175	216	239	223	227	223	198	180	2,497	991	678	828
1984	152	143	172	134	182	175	187	189	233	227	205	195	177	2,371	958	609	804
1985	145	169	148	164	145	186	181	190	191	231	222	194	191	2,357	957	562	838

SURVIVAL RATIOS 1982-1985 (%)

1982	102.6	99.0	98.3	96.7	102.0	98.7	100.0	109.9	106.2	100.4	90.9	99.5
1983	108.1	93.8	95.4	98.3	98.9	104.3	104.8	95.3	107.6	100.5	84.6	94.7
1984	109.2	98.9	89.3	96.8	101.2	106.9	87.5	97.5	101.8	90.3	87.4	89.4
1985	111.2	103.5	95.3	108.2	102.2	103.4	101.6	101.1	99.1	97.8	94.6	97.9
Average	107.7	98.8	94.6	100.0	101.0	103.3	98.5	100.9	103.7	97.2	89.4	95.4
Weighted Average	108.9	100.1	94.1	101.9	101.4	103.9	97.8	100.5	102.1	96.4	90.6	95.3

Source: Tipp City E.V. S.
CRT Associates

Table 3.2 projects the enrollments using the average percentage of survival. Table 3.3 projects the enrollments using the weighting factor for estimating the projected enrollments in the various grades of the school system.

There are several items that should be noted by the reader of this study from Table 3.1. First, the enrollment in the Tipp City School District declined from 2,628 in the 1980-81 school year to 2,357 in the 1985-86 school year, a decline of 271 pupils, or 10.3 percent. Second, and of special note, is the fact that this decline is greatest in grades K-5 in which the number of pupils is fewer by 194 or a decline of 16.9 percent. Third and last, in grades 6-8 there has been a decline of only 73 pupils or 11.54 percent, and in grades 9-12 the decline has been less, only 4 pupils or .5 percent.

Table 3.2 uses the average rate of change between grades, for the projected enrollments for the school years 1986-87 through 1991-92. This table indicates that there is stabilization taking place in the elementary grades (K-5). It shows a decline of only 35 pupils between the school years 1985-86 and 1991-92, or a 5.8 percent decline during that six year period. In grades 6-8, for this same period, the decline is 103 pupils or 18.3 percent, and in grades 9-12 the decline is greater, 182 pupils or 21.7 percent. The decline in the total enrollment is 322 pupils, or 13.7 percent.

In Table 3.3 the projections are based on the weighted average ratios shown in Table 3.1. In these projections, the decline in the number of pupils in grades K-5 is only 17 or 1.8 percent for the school years between 1985-86 and 1991-92; for grades 6-8, 88 pupils or 15.7 percent; and for grades 9-12, 193 pupils or 23.0 percent. The data in Table 3.3 indicate that the declines are less in two of the groupings (K-5 and 6-8), than in Table 3.2. However, in grades 9-12 the decline is greater than that projected in Table 3.2. The reason for this difference is that when using a weighted average survival ratio more emphasis is placed on current trends. Recent upper grade enrollments have declined much more-than those of the lower grades. The decline in the total enrollment projected 298 pupils, or 12.6 percent.

In comparing the total enrollments in the two projections it is interesting that there is relatively little difference in the total numbers between the projections for the 1991-92 school year, 2,035 in Table 3.2 and 2,059 in Table 3.3, a difference of only 24 pupils.

It would appear from the above that the lower grades will have about "bottomed out" and, the middle grades slowed down somewhat by the school year 1991-92. Because of past declines in the elementary and middle schools, high school enrollments will decline for the next few years. Then it will stabilize when the effects of the slowdown are felt at the high school.

In summary, the enrollment in the Tipp City Exempted Village

School District will continue to decline for the next several years unless some unforeseen change takes place in the total picture of the community. An example of this would be the rapid development of industry along Interstate 75 and/or the railroad. An increase in available housing is another possibility. To avoid any surprises in the changing enrollments school officials need to annually project future enrollments from reliable data that they have available.

TABLE 3.2
PROJECTED ENROLLMENTS*: TIPP CITY E.V.S.
1986 - 1991

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	K-5	6-8	9-12
1986	149	156	167	140	164	147	192	178	192	198	225	198	185	2,291	923	562	806
1987	149	161	154	158	140	166	151	189	180	199	193	201	189	2,230	928	520	782
1988	149	161	159	146	158	142	171	149	191	187	193	172	192	2,169	914	511	744
1989	149	161	159	150	146	160	146	169	151	198	181	173	164	2,106	924	466	716
1990	149	161	159	150	150	148	165	144	170	156	193	162	165	2,071	916	479	676
1991	149	161	159	150	150	152	152	162	145	177	152	172	155	2,035	920	459	656

*Note: Projections are based on average survival ratios as shown in Table 3.1

Source: CRT Associates

TABLE 3.3

PROJECTED ENROLLMENTS*: TIPP CITY E.V.S.

1986 - 1991

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	K-5	6-8	9-12
1986	149	158	169	139	167	147	193	177	191	195	223	201	185	2,295	930	561	804
1987	149	162	158	159	142	169	153	189	178	195	188	202	192	2,236	940	520	776
1988	149	162	163	149	162	144	176	149	190	182	188	170	192	2,177	929	515	773
1989	149	162	163	153	152	164	149	172	150	194	175	170	162	2,116	943	471	702
1990	149	162	163	153	156	154	171	146	173	153	187	159	162	2,087	936	490	661
1991	149	162	163	153	156	158	160	167	147	177	148	169	151	2,059	940	474	645

*Note: Projections are based on weighted average survival ratios as shown in Table 3.1

Source: CRT Associates

CHAPTER IV

FACILITIES ANALYSIS

All educational facilities of the Tipp School District were visited by the consultants. The purpose for the visit was three-fold. First, the general condition of the building was considered for the purpose of determining the feasibility of continued use, and if so, what suggestions for improvement should be considered. Second, current use of the building was observed and considerations were given to other options. Finally, the buildings were visited to determine the capacity of the buildings. That is, how many students will the building accommodate considering both present and future use.

During all site visits the consultants were accompanied by the building principals, all of whom were extremely cooperative and reflected a concern for making and keeping each building as amenable as possible as an excellent educational facility. All buildings were visited while schools were in session.

As a general observation, the individual buildings, were found to be good condition. They were clean and showed evidence of continued daily maintenance. Rooms were attractive with bulletin boards and display areas showing evidence of student performance. All in all, the buildings were found to be conducive to learning.

Broadway Primary School

This school is located on West Broadway on a one block site with Tippecanoe Central Middle School to which it is connected. The site has adequate playground space and equipment for young children. It is enclosed by a chain link fence.

The building was constructed in two phases. The area nearest the Middle School, from the elementary multipurpose room toward the Middle School was built in 1951 along with the Middle School gymnasium area and the food service area, to what was then the high school. The remainder of the elementary building was built in 1967.

The building is of brick and masonry construction, fire resistive, and in general good condition. It is a two story structure with classrooms on either side of a long, straight corridor. Heat is supplied through a boiler outbuilding which provides for both the Elementary and the gym/cafeteria area of the Middle School.

The classrooms range in size from 800 to 900 square feet, adequate for the current instructional program. The following uses are being made of the space.

1. Twenty-one classrooms are used for general instruction: 2 for kindergarten all day; 1 for one-half day of kindergarten; 4 for first grade; 3 for second; 4 for third; 3 for fourth; and, 4 for fifth.
2. One room houses a class for Developmentally Handicapped;

one for Severe Learning Disabilities; and, one is used by the Speech Therapist.

3. The media center occupies the space of three classrooms. It is furnished with tables and carrels and is carpeted.
4. There is a music room which provides general music instruction. Instrumental music is provided at the Middle School.
5. The All-Purpose Room located in the center of the building is used for physical activities and for lunch. Tables are recessed into the wall; food is provided by a central kitchen also serving the Middle School. The room has a small platform stage.
6. Currently two classrooms are not in use in any formal manner. One classroom is designated as an Aide Room. The teacher aides are located here as well as equipment and supplies needed by these persons and by teachers.
7. A small area (10'x 15') on the second floor, center, is used for remedial reading.
8. The office area consists of reception area, principal's office, clinic, and small work space for the secretary.

At the time of visitation the school had an enrollment of 558. The October report listed the enrollment at 543. The

average classroom size (using the most recent enrollment) would appear to be 19 for kindergarten, 24.6 for grades one through four, and 26 for grade five. However, those students categorized as D.H. or S.L.D. would not be counted in the regular classrooms making the average classroom size well below the State mandated 1:25 teacher-pupil ratio.

The use of the two rooms currently unoccupied could provide space for an additional 50 students. An increase in the kindergarten enrollment could be accommodated by use of the additional half day. Thus the building enrollment could be increased somewhat without jeopardizing the quality of the present program. Using a figure of 20 per kindergarten unit and a maximum of 25 per regular classroom the building could potentially house 500 student in grades one through five and 150 in kindergarten for a total of 650. This would not necessitate any change in current classroom use (e.g. music, D.H., S.L.D., aide room, etc.).

Several shortcomings exist. One, the use of the All Purpose room for lunch shortens the time of use that can be allocated to that area for instruction. Bringing additional classrooms into use would exacerbate this situation. Second, there is no formal art education program being carried out by a certificated art instructor. Any change in this situation would necessitate some reallocation of space. Third, any change in program calling for equipment not readily housed in the regular classroom would necessitate the use of additional space.

Nevin Coppock School

Nevin Coppock Elementary School is located on Hyatt Street on a large fifty acre site along with the L. T. Ball Middle School and the High School. Although the site is shared there is adequate space for the building and its students. A considerable portion of the play area is hard surfaced.

The school, an L-shaped, one floor design, was constructed in 1959. It is of brick and masonry construction, fire resistive, and in excellent condition. Corridors are double loaded. Interior maintenance is good. Classrooms are approximately 800 square feet in size with the kindergarten room somewhat larger. All classrooms have chalk and display boards, in-room sinks, and adequate lighting. A number of the classrooms have had the adjoining wall replaced by a partition allowing for team instruction. These areas are carpeted; other classrooms have tile floors.

Current use of space in the building includes the following:

1. At the time of the visit the school enrolled 459 students in sixteen regular classrooms, one kindergarten room and one room for the Severe Learning Disabled. Included were two sections of kindergarten, three sections each of grades one through four, and four sections of grade five.
2. Two of the double rooms (132/134 and 136/138), have one

designated class each. The other half of the double room has been set aside as a science area used by all three classes of that grade level.

3. One room is designated as the Reading Lab for remedial reading.
4. The library media center is double the size of a regular classroom and equipped with tables, chairs, and carrels. Seating for students approximates 20.
5. The All Purpose room is used for physical activities, lunch, and assemblies.
6. The office area contains areas for the secretary, principal's office, speech therapy, teacher lounge, and clinic.
7. The building has some storage in addition to that coming from an unused classroom.
8. The music room is used one half-day only.
9. There are two rooms currently not in use. One is being used for storage and one for small group meetings.

Using the enrollment figures of the October, 1985 report (ADM=414) the average class size for kindergarten is 24.5; for grades one through four it is 23.5; for grade five it is 20.8; for grades one through five it is 22.8. Thus, even without discounting students designated as S.L.D. the school is well below the state 1:25 pupil-teacher ratio.

Without making any changes in program or use of presently occupied areas enrollment could increase by 85 students to total of 499. This could be accomplished by increasing average class size up to 25 per class (35 students) and using the two empty classrooms (50 students). Changing the rooms currently labeled "science rooms" would increase the capacity even more!

In considering this capacity figure consideration must be given to several points. First, the building has only one kindergarten room, accommodating two sections. The enrollment is at its lowest in quite some time and it is likely that it might increase. This would necessitate additional space unless the increase would be sent to Broadway. Second, there is no art program taught by a certificated art instructor. Such a program would call for additional room. Third, any new program calling for equipment not readily housed in the regular classroom (e.g. computer instruction) would call for additional space.

L.T. Ball Middle School

This school is the most recently constructed school building in the district dating from 1974. It occupies the same site as Coppock Elementary and the High School. It is well located on the site with adequate areas for parking, student access, and service.

The building is of modern design, one story, constructed of brick and masonry. The interior is most attractive with much of the exterior brick brought inside. Colors are bright and

attractive. The academic areas and activities areas are at opposite ends of the building separated by the office, multipurpose, food service area. The academic area can best be described as open space. Much of the interior, especially the academic area, is carpeted. Throughout the building the sound level is low. All in all, it is an outstanding educational structure.

The following describes the space use of the interior of the building.

1. There are four large instructional areas or mods in the academic wing. Each mod is open and was designed to accommodate four instructional units in whatever configuration the staff decided. Two mods are for general instruction, one is for math and one is for science.
2. Two self-contained classroom areas at the extreme east side of the building house a D.H. and a S.L.D. Unit. These are somewhat smaller than regular classrooms.
3. A large instructional materials center (I.M.C.) is central to the academic area. It is open, roomy, and has adequate seating and carrels for student use.
4. A faculty planning/work area is also located in the center of this wing. Academic instructors have their desks here.
5. Separating the I.M.C. from a large multipurpose area

is a large platform stage. This platform can be opened facing either the I.M.C. or the multipurpose area.

6. The multipurpose area serves as the eating area for noon lunch and as a study hall. It can accommodate, at one time up to 300 persons seated at tables. Food for students is brought to the school from the High School.
7. The administrative area consists of the general office, offices for principals, two guidance offices, several small conference rooms, a clinic and some storage.
8. There is one music room for both vocal and instrumental music with office space, storage, and practice space.
9. The unified arts area is used for art, sewing, foods, industrial arts on a one semester each basis. Instructors alternate by semester with the other middle school.
10. The gym is large by middle school standards with movable bleachers seating up to 800.
11. Completing the physical education area are two locker rooms, a general purpose room used for wrestling, and office and storage space.

At the time of construction the building was estimated as having a capacity of 600 students. This figure could probably be reached if one were able to schedule students into all the academic mods, music, art, home economics, industrial arts, gym and the multipurpose room for study hall. This would require a

very tight schedule with little flexibility. It would also cause a problem at noon time when the multipurpose room would be needed for lunch. A more reasonable figure approaches 450 to 500 distributed as follows:

	<u>Optimum</u>	<u>Maximum</u>
Academic Areas	300	400
Special Education	40	40
Physical Education	50	50
Home Ec/Shop	40	50
Art	<u>10</u>	<u>15</u>
Total	440	455

With this type of distribution the multipurpose room could be used at certain times when needed.

Peak enrollment for the school was 400. Enrollment at the time of the visit was 294. In 1984 the pupil teacher ratio for regular students was listed as 1:18.

Tippecanoe Central Middle School

The Central Middle School is located on the same site as the Broadway Elementary School and is connected to that school. The building has seen numerous changes since its opening in 1917. It served as the high school until the current high school was constructed. In 1951 an addition was added consisting of the gymnasium, food service area and some classrooms currently used by the elementary school. Windows and doors were replaced in the early 1970's. Numerous indoor alterations and renovations have been carried out.

While this is an older building it is basically in good condition. Construction is of brick and masonry. The 1951 addition is in excellent condition. The original building has a forced hot air system fired by gas and by oil. The addition is heated by a separate low pressure steam gas fired system located in an outbuilding. This also heats the elementary building. The window replacement project helped considerably in reducing fuel consumption by eliminating large expanses of window glass.

The most obvious deficiencies of a general nature in the building seem to be:

1. A need to initiate a program of brightening the building with paint;
2. The lowering of high classroom ceilings;
3. The painting, or better yet, the replacement of the student hall lockers;
4. Some type of covering for the wooden floors; and,
5. Replacement of some outdated, unattractive classroom furniture.

From an appearance standpoint, this building is in sharp contrast to the L.T. Ball Middle School. On the other hand it could be made much more attractive with moderate expenditures.

The following is a more detailed review of the use of the building.

1. The original building has three levels, the basement (partly below grade), the first and second floors.

All are used for instruction.

2. The basement has three classrooms, the Music Room and the home economics area (3 rooms).
3. The Music Room and one classroom (B-22) were remodeled from the former gym. Therefore ceilings tend to be quite high. Lighting in these rooms is unusual, i.e., modern gymnasium ceiling lights are in place. The center of each room tends to be over-bright while the perimeter is dim.
4. The boys restroom in the basement had no urinals. It was the old locker room.
5. The first floor has five classrooms currently in use (Rooms 2,3,5,6,7) Room 1, a former reading lab, and Room 4, a math lab, are currently used for storage. In addition there is a guidance area and a music office area.
6. The third floor has three science rooms in full use plus another room for earth science used on a part-time basis. One other classroom is located on this floor but receives limited use.
7. The library is located on this floor. It is spacious with seven tables for student work. One wing of the library is designed as a computer lab with eleven units for student use.
8. The 1951 addition contains the gym, with accompanying

locker rooms, athletic office, and some equipment storage. The gymnasium is equipped with a stage and has bleacher seating.

9. The cafeteria/kitchen area is across the hall from the gym. The kitchen also prepares food for the elementary students. The cafeteria is used for eating only by the middle school in addition to some study hall activity.
10. The school office has space for the secretary, principal, aides, some work space, and the clinic. A faculty room is nearby.
11. A brick outbuilding houses the programs for art and industrial arts. These are used only one-half of the school year, sharing the instructor with the L.T. Ball School on a semester basis.

The October 1985 enrollment was 268 students. Prior to the building of L.T. Ball School there were over six hundred student in the building. However, use was made of a number of classrooms now used by the elementary. Because of the varying sizes of the classrooms capacity figures are adjusted to the various size rooms.

Academic Classrooms	10 @ 25	=	250
Smaller Rooms	4 @ 15	=	60
Home Ec/Ind Arts/Arts	4 @ 20-25	=	80-100
Music	1 @ 50-100	=	50-100

Gym	1 @ 50	50
Cafeteria/Study Hall	1 @ 100-150=	100-150
Total		<u>590-710</u>

Caution needs to be applied to consideration of the above capacity figures. As they are currently listed the assumption is made that all of the areas are occupied at any given time. This cannot be assumed for a number of reasons any one of which would sharply reduce the capacity.

1. The cafeteria cannot be used for study hall during the noon period thus reducing the capacity by that amount.
2. The complexities of scheduling make it very difficult to achieve one hundred percent utilization.
3. Other areas have special purpose uses that preclude their use for other types of instruction. For example music, home economics, art, etc. If these areas cannot be filled during a period the building capacity as well as its utilization, is thus reduced.

Thus, under present conditions and programs it is doubtful that the building should, from a sound educational standpoint accommodate, more than 450 students. In addition, a student enrollment approaching this figure tends to put additional pressure on areas such as the gym and the cafeteria which cannot expand other than moving more students in.

Generally, this is an older building but in good condition.

Some attention should be given to paint, floor covering, and the lowering of the ceilings. The building adequately houses the present student body with some room for expansion both in numbers and program.

Tippecanoe High School

The high school is located on the same fifty acre site as the Nevin Coppock and L.T. Ball schools. The site is spacious enough to accommodate all the buildings and outdoor programs for each. High school football and track events use the facilities at the park.

The building was constructed in 1964 with a major addition in 1973. It is brick and masonry construction, modern in design and is in excellent condition. The original building has a two story academic, administrative wing and a one floor activities area. The 1973 addition is one floor, open in design with demountable walls in many locations. There is a center court which serves no particular purpose other than giving outside wall space to classrooms. The court became completely enclosed with the 1973 addition.

1. The two-story wing of the 1965 building contains the school's administrative offices, general classrooms, science rooms and the home economics area.
2. There is an excellent art room.
3. The food service area is less than desirable primarily because of the lack of space. There is a need for

better seating and an efficient traffic flow/serving design.

4. The building has both vocal and instrumental music rooms with offices and storage.
5. The southwest corner houses an excellent wood shop, metals area, and a smaller drafting room. The OWE room is also located here.
6. The gym is very large. There are moveable bleachers on the main floor. A balcony area, also used for wrestling and other physical activities, contains additional moveable bleachers.
7. The new wing has ten instructional areas. While not all equal in size they are treated as classrooms. Some tend to be crowded.
8. A spacious media center is located here. There seems to be considerable room for expansion.
9. A teacher preparation area, a teacher lounge, and the guidance facility complete the area.

The October 1985 report listed a total of 838 students in the four grades. The estimated capacity of the building based on present use is between 1065 and 1150 using the following:

General Classrooms	18 @ 25
Science Rooms	5 @ 20-25
Computer	1 @ 20

Home Economics	2 @ 20-25
Business	4 @ 25
Shop	3 @ 20
Music	2 @ 50-100
Art	1 @ 20
Special Education	1 @ 15
Gym	2 @ 30
Cafeteria	1 @ 100
Total	<u>1065 - 1200</u>

Again, the above figures assume all areas to be occupied at any given time using optimum class sizes. Special areas such as the cafeteria, music, computers, art, etc. reduce the more practical capacity of the building. Under current use the building can comfortably house the present student body of 838. Any enrollment approaching 1000 and higher will necessitate some adjustment especially in class sizes.

The most noticeable weakness in the building is the food service area. The poor design of the traffic flow for students going through the serving area and the lack of seating make this a constant source of irritation to students as well as staff.

Summary

The facilities in the Tipp City Schools are in excellent condition and serve well the educational program currently in place. In addition, the district has adequate space to house the

current enrollment and has available space for any increase in enrollment in the foreseeable future. Expansion of programs at most levels could also be accommodated. Shown below are the school buildings of the district along with current enrollments and estimated practical capacities using current conditions. This shows the adequacy of the space available.

School	Enrollment (Oct. 1985)	Capacity (Current Use)	Difference
Broadway	558	650	92
Nevin Coppock	414	499	85
Central	268	450	182
L. T. Ball	294	440	146
High School	838	1065	227
Total	2372	3104	732

CHAPTER V

COMMUNITY GROWTH: INDUSTRIAL AND HOUSING

Considerable time was spent with the City Manager, the Executive Directress of the Chamber of Commerce and a representative of a local realty firm. These conferences and telephone calls produced almost total unanimity relative to comments on potential growth of the Tipp City community.

One obvious reason for the similarity in these responses in the opinion of the writer, stems from the influence of the Tri-Agency Council. This agency consists of the Tipp City Board of Education, the City Council, and the Monroe Township Trustees. This triad comes across as truly representative of the total community.

The Tri-Agency Council meets over dinner whenever a month has a fifth Monday. Through these sessions open lines of communication are developed with the result that none of the represented leadership groups surprises the other. This bodes well for the entire Tipp City Community and mutual trust permeates the Tri-Council membership, a real bonus for a community.

As a result of these discussions there is generally a mutual source of information readily available to other community organizations. Private entities may also secure data needed for planning and decision-making. Hence, accurate information

concerning general community problems and needs, future development plans, and agency positions are for the most part available.

It is safe to note that the development of single-family dwellings in the Tipp City Corporation, is currently considerably restricted because there just are not that many appropriate sites available. This was a condition agreed to by the parties interviewed for this study.

A quick overview of the current shortage of single-family building sites can be best described with the following.

First, it is impossible for residential growth to take place to the east because of the Federal Conservancy Land which parallels the Miami River.

Second, development to the south of the community is impeded because of the private business land holdings of the logical development areas. Third, all along the northern sections, development is limited because most available land is zoned light industry.

Finally, this leaves the land to the west. Residential development would be difficult because there is a water delivery problem plus a shortage of required sewerage facilities - both sanitary and storm.

A reference to the new Armco/Nova industrial site needs to be made in this study. The best thinking seems to point toward little, if any, population growth, with perhaps a slight

chance of a few additional local jobs. It seems most jobs will be filled by company transfers with a majority of these commuting, at least initially.

In conclusion the reader is reminded that the above data are based on unanimity among the three agencies interviewed. Also, one can almost, if not actually see, the residential development restrictions presented above.

These data are not carved in granite. It is possible that events could occur that might change current growth patterns, especially growth of residential dwellings. This is possible but not likely without a change in current zoning restrictions, or some growth factor not now present. Suffice to say then, within the total school district for the next five to eight years only manageable growth will probably take place. This growth in housing does not necessarily preclude a like growth in school age children. This notion is also presented in another section of the study.

Tipp City is somewhat unique in this sense; it appears that residential development - especially single-family units is considerably restricted as previously described. There are several multi-family units being developed within the city corporation, which, as a general rule, do not present any serious enrollment impact on the school district.

Outside the corporation limits of the city in Monroe Township, there exist a number of restrictions which effectively

limit the growth of single family dwellings.

1. The Miami County Commissioners have decreed that only homes constructed on minimum of five acres in Monroe Township will be permitted. This acreage would have to contain well, septic tank and leach field.
2. The same governing body has also terminated the "satellite sewage system" feature which is currently employed at several sites in Monroe Township. This process entails Miami County using County land for the development of a sewage disposal area. Sewage is processed and then trucked out of the area by the County. Currently, the County Commissioners will not approve additional satellites for sewage control.
3. The option of securing a variance from the County to build on conventional size lots (one or more acres) exists but rarely is this variance given.
4. There are water and sewer lines under I-75 which primarily serve a site zoned for industrial purposes only. There is little probability that any housing development could come from this direction.
5. Sale of property for building is very slow. In one residential area south of town, which is almost totally developed, only one building lot has been available for the past ten years. It is still

available.

6. To reiterate then, it seems quite safe to state that as long as these restrictions are present, the construction of single-family homes will be practically nil. Based on current conditions, population growth will be a slow process.

However, looking ahead, a release of private land, rezoning, and/or the expansion of city utilities could easily reverse some of the present conditions restricting single-family dwellings. In addition to this, if any extensive industrial development occurred, additional single-family dwellings would seemingly follow. These factors are at this time only speculation, but bear close scrutiny in the years ahead.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

As a result of reviewing considerable data, visiting the various school buildings, and interviewing a number of persons, the survey team concludes the following:

1. Population growth in Monroe Township and the Tipp City Corporation has slowed considerably compared to the previous decade. While there is some population growth projected to the year 2000 it will be a minimal, manageable growth;

2. Much of the projected growth can be attributed to the increase in the older population, especially in the Tipp City Corporation area. Data show that the number of children will hold steady or show only little increase;

3. While there is considerable land available for housing in Monroe Township it is unlikely that there will be any appreciable increase in single family homes due to lack of utilities, current zoning, and the restrictions placed on housing starts. Thus, no influx of children is seen as a result of new housing;

4. Elementary (K-5) enrollments have declined the past few years, but are expected to remain at the current level for the next several years;

5. Because of earlier declines in the elementary grades, the middle school grades (6-8) will decline for the next four to five years and then stabilize;

6. As the previous decline in the elementary population continues to move to the upper grades, its effect will be noticeable longer at the high school. Current school data predict high school enrollment declines well into the 1990's;

7. The school buildings of the district are for the most part in excellent condition, providing a fine environment for the educational program. Deficiencies are mostly minor in scope;

8. Based on current use, there are no school buildings that could be classified as crowded. All buildings have some available unused space. This is more prevalent at the two middle schools than elsewhere. However, the high school will see an increase in available space as enrollments decline; and finally,

9. There is excellent communication between the local governments of the city and the township and the school board through the Tri-Agency Council. This organization offers all three groups the opportunity for continuous contact and awareness with one another.

It is therefore, as a result of these general findings that the consultants offer to the Tipp City Exempted Village Schools Board of Education the following recommendations for their consideration. The reader should bear two things in mind. First, that these are the recommendations of the consultants and do not in any way place an obligation on the Board. Second, the

recommendations are not presented in any order of priority. It will be up to the Board, with the help of the administration and the school community to make any decisions about accepting, rejecting or modifying any of the recommendations.

Recommendation 1.

It is recommended that the current grade organization be retained, i.e., K-5, 6-8, 9-12. There would be little advantage to a restructure. Neither the Broadway School nor the Nevin Coppock School have available space for adding the sixth grade, for example, under the present program. It is not likely that there will be any appreciable decline in future elementary enrollments. In addition, any move away from the current organization would have to deal with the philosophy of the Board of Education which at this time favors the concept of the 6, 7, and 8 Middle School.

Recommendation 2.

The consultants believe it would not be prudent on the part of the Board to consider combining the two middle schools into one building. Such a move would be contrary to what the Board, staff and community believe about education for their children; reasonable sized classes, flexible schedules, opportunities for many young people to take part in a variety of programs and activities. Current enrollments would make the scheduling of all students into either the L.T. Ball School or the Central School difficult, if not impossible. Current Ohio Department of

Education guidelines of a 1:25 teacher/pupil ratio considerably limit building capacities.

Recommendation 3.

On the other hand, the Board of Education should keep in mind the possibility that in the future the recommendation to house the middle grades in one building might very well come before it again. Enrollment into the year 1991, for these three grades, is projected to go down to near 450 which is close to the reasonable capacity of the L.T. Ball School. By being aware of this possibility the idea will not be a surprise.

Recommendation 4.

One way of keeping apprised of school populations is to annually bring projections up-to-date. This includes looking beyond yearly enrollments, although those are important. For example, one needs to be aware of:

- a. Yearly births for the area (these are available after July through the Ohio Department of Vital Statistics, Columbus);
- b. Any revisions of population projections from agencies such as the MVRPC;
- c. Any changes in zoning, industrial development, etc.

Any such information should be included in the school district's annual report to the community.

Recommendation 5.

In light of the recommendation presented earlier to continue

two Middle Schools, it is recommended that the Board consider improving the interior of the Central Middle School. This school is in sharp contrast to the L.T. Ball School. Central is basically in good condition. However, it is in need of some attention. The interior has not been painted in some time. This would improve the somewhat drab appearance. Those rooms with wood floors could be carpeted. Some of the class room furniture is outdated and probably stems from the time the building was the high school. Consideration might also be given to moving the school office closer "to where the action is."

Giving attention to the appearance of the building is important. The building will continue to serve the Tipp Community in one capacity or another into the foreseeable future. Therefore any investment into the building is an investment in the community. Certainly it will bring the Central Building a little closer in appearance to the L. T. Ball School.

Recommendation 6.

In reviewing briefly the program in the elementary schools one is immediately aware of the apparent discrepancy between the music and art programs. Music is offered through a certificated music instructor(s). Art apparently is the responsibility of the classroom teacher. The buildings have the space for an art room. The Board might well consider art instruction by a certificated teacher in the elementary grades.

Recommendation 7.

A somewhat similar discrepancy exists in the middle schools. Music is offered in all three grades through choir, band and general music for the entire year. Art is available on a semester basis. In the elementary and middle grades, this seems to be a deficiency in an otherwise comprehensive program.

Recommendation 8.

Present schedules at the middle schools include one semester of instruction in Computer Literacy. The school district is to be commended for this. It is not clear, however, how this relates to the broader role of the use of computers in education. What function does computer-use have in the elementary? The seventh and eighth grades? The high school? Is there a need to look more closely at a more comprehensive computer education program? There is ample space in the elementary buildings for this should a review of this concept result in Board action.

Recommendation 9.

Spanish is currently being offered for one semester to the eighth grade as an elective. Perhaps the philosophy (or reason) for this offering needs to be reviewed. Is it viewed as the beginning of the Spanish language sequence? If so, why not make it a full year so as not to lose continuity. Why not other languages?

Recommendation 10.

Programs in Integrated Arts (Grade 7) and Home Economics/Industrial Arts (Grade 8) are offered on a one semester basis each, i.e., one semester for each seventh grade student and one semester for each eighth grade student. There is perhaps a need to review these programs as to their intent and in relation to the philosophy, goals, and objectives currently under study to determine whether expectations are being fulfilled.

In closing, the Board has the opportunity to accomplish a number of things. It can improve the appearance of the Central School. It has the available space to expand program in several directions should it see fit to do so. Past performance has shown the community to be very supportive of Board actions that are carefully planned and well publicized. The current involvement of the community in setting short and long range objectives is a step in continuing that support. It is the opinion of the consultants that the recommendations and suggestions presented above are in keeping with the objectives which are emerging and are financially feasible for the Board of Education to implement.

A P P E N D I X

BIRTHS AND DEATHS: NUMBER AND RATE PER 1,000 POPULATION
MIAMI COUNTY, OHIO, 1955 TO PRESENT

(Occurrence 1909 - 1943; Residence 1944 to Present)

Year	Births		Deaths	
	Number	Rate	Number	Rate
1955	1,604	24.4	642	9.8
1956	1,769	26.2	684	10.1
1957	1,691	24.6	684	9.9
1958	1,729	24.7	698	10.0
1959	1,639	23.1	692	9.7
1960	1,705	23.3	748	10.2
1961	1,668	22.4	732	9.8
1962	1,534	20.3	735	9.7
1963	1,592	20.8	740	9.7
1964	1,526	19.6	702	9.0
1965	1,463	18.6	752	9.6
1966	1,497	18.8	752	9.4
1967	1,468	18.1	763	9.4
1968	1,501	18.2	746	9.1
1969	1,528	18.0	744	8.7
1970	1,645	19.5	773	9.2
1971	1,611	19.1	737	8.7
1972	1,414	16.8	751	8.9
1973	1,301	15.4	764	9.1
1974	1,328	15.7	772	9.2
1975	1,369	16.2	776	9.2
1976	1,243	14.7	766	9.1
1977	1,324	15.7	776	9.2
1978	1,342	15.9	740	8.8
1979	1,377	16.3	739	8.8
1980	1,430	15.8	786	8.7
1981	1,402	15.5	754	8.3
1982	1,362	15.1	789	8.7
1983	1,234	13.7	843	9.3
1984	1,251	13.8	757	8.4

Statistical Analysis Unit
Division of Data Services
Ohio Department of Health
December, 1982

BIRTHS AND DEATHS: NUMBER AND RATE PER 1,000 POPULATION,
PIQUA CITY, OHIO, 1955 TO PRESENT
(Occurrence 1909-1943; Residence 1944 to Present)

Year	Births		Deaths	
	Number	Rate	Number	Rate
1955	461	39.6	201	17.3
1956	484	26.3	211	11.2
1957	478	25.1	224	11.8
1958	470	24.4	212	11.0
1959	460	23.5	203	10.4
1960	507	26.3	250	13.0
1961	478	24.5	241	12.4
1962	458	23.3	239	12.2
1963	461	23.3	238	12.0
1964	424	21.4	217	11.0
1965	408	20.5	242	12.1
1966	413	20.4	243	12.0
1967	416	20.4	240	11.8
1968	398	19.3	209	10.2
1969	419	20.2	223	10.7
1970	451	21.7	241	11.6
1971	432	20.8	234	11.3
1972	403	19.4	248	12.0
1973	353	17.0	223	10.8
1974	375	18.1	237	11.4
1975	377	18.2	239	11.5
1976	332	16.0	244	11.8
1977	359	17.3	219	10.6
1978	366	17.6	233	11.2
1979	386	18.6	196	9.4
1980	382	18.7	213	10.4
1981	356	17.4	214	10.4
1982	355	17.3	203	9.9
1983	310	15.1	234	11.4
1984	327	16.0	203	9.9

Statistical Analysis Unit
Division of Data Services
Ohio Department of Health
January, 1984

BIRTHS AND DEATHS: NUMBER AND RATE PER 1,000 POPULATION,
TROY CITY, OHIO, 1955 TO PRESENT
(Occurrence 1909-1943; Residence 1944 to Present)

Year	Births		Deaths	
	Number	Rate	Number	Rate
1955	285	15.4	133	7.2
1956	352	27.8	139	11.0
1957	322	24.7	130	10.0
1958	332	24.9	141	10.6
1959	307	22.5	142	10.4
1960	335	24.3	138	10.0
1961	339	24.0	116	8.2
1962	307	21.3	129	8.9
1963	319	21.7	159	10.8
1964	305	20.0	126	8.3
1965	320	20.3	153	9.7
1966	332	20.8	144	9.0
1967	356	22.0	155	9.6
1968	392	24.0	175	10.7
1969	349	21.4	162	9.9
1970	422	24.6	142	8.3
1971	382	22.2	164	9.5
1972	344	20.0	164	9.5
1973	316	18.4	192	11.2
1974	306	17.8	177	10.3
1975	332	19.3	167	9.7
1976	311	18.1	197	11.5
1977	321	18.7	171	9.9
1978	331	19.3	175	10.2
1979	344	20.0	196	11.4
1980	332	17.4	187	9.8
1981	354	18.5	186	9.7
1982	371	19.4	171	9.0
1983	305	16.0	172	9.0
1984	337	17.7	169	8.9

Statistical Analysis Unit
Division of Data Services
Ohio Department of Health
February, 1984

BIRTHS AND DEATHS: NUMBER AND RATE PER 1,000 POPULATION,
TIPP CITY, OHIO, 1971 TO PRESENT
(Residence 1971 to Present)

Year	Births		Deaths	
	Number	Rate	Number	Rate
1970				
1971 *	123	24.2	43	8.4
1972	90	17.7	44	8.6
1973	91	17.9	52	10.2
1974	114	22.4	53	10.4
1975	127	25.0	54	10.6
1976	100	19.6	41	8.1
1977	105	20.6	47	9.2
1978	114	22.4	56	11.0
1979	85	16.7	55	10.8
1980	100	17.9	57	10.2
1981	91	16.3	50	8.9
1982	82	14.7	42	7.5
1983	90	16.1	64	11.4
1984	82	14.7	44	7.9

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* Became new city in 1970.